

ANALYSIS OF ENTREPRENEURIAL EDUCATION THROUGH THE KID'S MARKET DAY IN ISLAMIC ELEMENTARY SCHOOL

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Abstract

His study aims to analyze entrepreneurship learning through Kids' Market Day activities for elementary school students in Sidoarjo Regency. This study employs a descriptive qualitative research method, focusing on the analysis of entrepreneurship learning through Kids' Market Day activities for students at Muhammadiyah 1 Elementary School in Sidoarjo. The sources of information in this study included the principal, curriculum head, teachers, students, and parents. Data collection techniques used interviews, observations, and documentation. Data reduction is a data analysis technique used in this study. Data presentation involves describing the results of field research. Data presentation is done through several stages, namely: (1) recording all data findings in the form of field notes, based on the results of interviews, observations, and documentation that have been carried out; (2) reduction and review of relevant interview, observation, and documentation data; (3) classification of relevant research data; and (4) analysis of research report results by triangulating research data. The results of the study indicate that the Kids Market Day activities implemented at Muhammadiyah 1 Elementary School in Sidoarjo have a significant impact on the development of students' entrepreneurial character from an early age, including self-confidence, responsibility, the courage to take risks, and the ability to manage finances. The implications of this research's findings for education and school policy include strengthening project-based curricula and fostering student character through Kids Market Day activities, which foster entrepreneurial values.

Keywords: Entrepreneurship education, entrepreneurial character, kids market day.

Abstrak

Penelitian ini bertujuan untuk dapat menganalisis pembelajaran kewirausahaan melalui kegiatan *kids market day* pada siswa Sekolah Dasar di Kabupaten Sidoarjo. Penelitian ini menggunakan metode penelitian kualitatif deskriptif, dengan fokus pada analisis pembelajaran kewirausahaan melalui kegiatan kids market day siswa SD Muhammadiyah 1 Sidoarjo. Sumber informasi dalam penelitian ini adalah kepala sekolah, kepala kurikulum, guru, siswa, dan orang tua siswa. Teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Reduksi data merupakan teknik analisis data yang digunakan dalam penelitian ini. Penyajian data dilakukan dengan cara menguraikan hasil penelitian lapangan. Penyajian data dilakukan melalui beberapa tahapan, yaitu: (1) pencatatan semua temuan data dalam

bentuk catatan lapangan, berdasarkan hasil wawancara, observasi, dan dokumentasi yang telah dilakukan; (2) reduksi dan telaah data wawancara, observasi, dan dokumentasi yang relevan; (3) pengklasifikasian data penelitian yang relevan; dan (4) analisis laporan hasil penelitian dengan cara triangulasi data penelitian. Hasil penelitian menunjukkan bahwa kegiatan *kids market day* yang dilaksanakan di SD Muhammadiyah 1 Sidoarjo memberikan dampak signifikan terhadap pembentukan karakter kewirausahaan siswa sejak dini, seperti kepercayaan diri, tanggung jawab, keberanian mengambil risiko, serta kemampuan mengelola keuangan. Implikasi temuan penelitian ini terhadap dunia pendidikan dan kebijakan sekolah adalah penguatan kurikulum berbasis proyek dan pembentukan karakter siswa melalui kegiatan *kids market day* dalam menumbuhkan nilai-nilai kewirausahaan.

Kata Kunci: Pendidikan kewirausahaan, karakter wirausaha, *kids market day*.

INTRODUCTION

Entrepreneurship or entrepreneurship must be instilled in students at an early age (Hudiya et al., 2023). This concept of instilling entrepreneurial learning does more than just teach children to be good at trading or making money from an early age. Entrepreneurship learning aims to grow and develop children's traits or character, encouraging them to take risks, innovate, be honest, and never give up, thereby forming good habits for students. Entrepreneurs play a vital role in improving the welfare of a country's society (Jiuhardi, Darma, & Heksarini, 2021). For this reason, entrepreneurship learning needs to involve students who can hone their creativity, curiosity, independence, and ability to adapt to change. We teach them to think critically, solve problems, work in teams, and take wise risks to become independent children through life skills education, which includes entrepreneurship education (Nawawi, Mahanani, & Nabilah, 2017). Entrepreneurship should be instilled in children from an early age as part of character education and life skills development. Entrepreneurship education is not solely aimed at making children skilled at trading, but also at developing character traits such as risk-taking, innovation, honesty, and perseverance. These traits form a crucial foundation for future generations in navigating global social and economic change. Looking back at the urgent need to improve students' entrepreneurial spirit from an early age in Indonesia, it is important to focus on character building, which includes developing students' entrepreneurial character, in order to achieve educational goals (Maulida, Maziyah, Nafiah, Febianti, & Pekalongan, 2021).

Elementary school is the most basic level considered appropriate for implementing entrepreneurship education. An example of cultivating entrepreneurship in a formal school education environment is the "Market Day" activity, which involves all students in the production, distribution, and consumption processes. The results of previous research show that market day activities are effective in bringing out entrepreneurial values in young children, namely becoming more independent, creative, and able to work (Rahayu, 2021). Market day activities form honest, disciplined, skilled, innovative, brave, and

responsible characters. The research results show that students' entrepreneurial abilities can be introduced from an early age based on their interests and hobbies. The teacher's role as a facilitator is to develop interesting entrepreneurial learning using digital devices in response to changing times (Supandi et al., 2023). Market day activities have been proven to be effective in improving the social skills of early childhood groups (Adistiani, Oktamarina, & Febriyanti, 2023) as well as students' entrepreneurial values from an early age (Brasehlla, Rosidah, & Fahmi, 2023). Elementary school is the starting point for preparing high-quality human resources, whether in the family or other educational institutions (Tiffani, Syafruddin, Rehani, Nurhasnah, & Mardianto, 2024). Previous research has shown that market day activities can foster the values of independence, creativity, and responsibility in early childhood. However, most studies have focused on the technical aspects of market day implementation and have not yet thoroughly explored the integration of the concept (play, learn, entrepreneurship) within the context of character education and the independent curriculum in Islamic elementary schools.

The purpose of this study is to analyze and identify the implementation process of Kids Market Day as a contextual entrepreneurship learning model, as well as the strengthening of students' entrepreneurial character that emerges through these activities. The implementation of the independent curriculum at the elementary school level allows for the flexibility to adapt learning strategies according to each local need and condition. This allows the implementation of learning methods that are responsive to the challenges faced by students and educators in the current era of the industrial revolution (Rusli, Rahman, & Abdullah, 2020). By utilizing the principles of a more dynamic and adaptive curriculum, the Merdeka Curriculum allows the development of learning programs that focus on recovering hampered learning and maximizing student potential (Ikhsan, Kurnianto, & Apriyanto, 2019). Thus, the Merdeka Curriculum is a key instrument in efforts to implement effective and equitable learning for all students, even amidst the challenges faced in the current global era. This research employs a problem-solving approach, highlighting how the implementation of an independent curriculum has laid a crucial foundation for the development of students' skills. In this regard, the curriculum needs to be improved to focus on building entrepreneurial competencies rather than studying the large amount of subject matter that must be studied (Prabaningrum & Sayekti, 2023). Thus, further efforts need to be made to strengthen entrepreneurship education in the education system in order to provide sufficient provisions for the younger generation to face future challenges in the competitive business world. The current education system's lack of optimal entrepreneurship learning for students in elementary schools is still a significant challenge. In reality, formal education curricula still tend to pay less attention to this aspect, especially at the elementary school level. The research questions the implementation of Kids Market Day activities at Muhammadiyah 1 Elementary

School in Sidoarjo shape students' entrepreneurial character and entrepreneurial values are developed through Kids Market Day activities.

Through studying entrepreneurship, children learn about innovation, problem resolution, time management, and interpersonal skills—all aspects that are crucial for success in the world of business and everyday life. Market day activities provide opportunities for students to learn and play roles as entrepreneurs to get to know currency and manage finances (Rochmah et al., 2022). Market day activities serve as a means to cultivate character values. This activity has the potential to assist students in incorporating positive values into their daily routines (Badawi, 2023). Learning through cognitive and motor games can reduce the boredom of elementary school students (Sufartianingsih Jafar & Safitri, 2023). This is in accordance with the characteristics of elementary school students, namely that they like playing, moving, working in groups, and demonstrating things directly. Thus, understanding children's characteristics is necessary for teachers and parents to be able to educate and guide children in the right direction (Mutia, 2021). The play method was successful in arousing elementary school students' interest in learning to count in mathematics (Nursafitri, Sarifah, & Imaningtyas, 2023). The school garden serves as a platform for entrepreneurship education, allowing students to learn through play and exploration (Purwanti, 2023); (Anam, Maghfirah, & Saiyenah, 2022). The playing while learning method can facilitate learning and awaken students' critical and creative thinking abilities (Agustina, 2021); (Hasmawaty, Usman, & Intisari, 2023). Students learn about entrepreneurship in school by utilizing local potential, such as planting rosella flowers. During this process, students actively participate in caring for the flowers, harvesting them, drying them, and packaging them for sale as healthy tea drinks (Fahyuni, Rohmah, & Anwar, 2019). The pattern for introducing entrepreneurship cannot be taught by force because children's characteristics are still innocent and should not be separated from the world of play (Tiffani et al., 2024). On the other hand, every learning activity should hone students' abilities in generating initiative, increasing their power to make choices, and solving the problems they face (Jahja, Yudo, & Fauzan, 2023); (Fauziyah & Mufarrochah, 2023).

The novelty of this research lies in its holistic approach, combining three concepts (play, learning, and entrepreneurship) within a single project-based learning model, along with the active involvement of parents as school partners. This research emphasizes character development, curriculum integration, and educational collaboration. Furthermore, this research was conducted in the context of an Islamic elementary school that prioritizes the values of honesty, responsibility, and trustworthiness as part of values-based education. With this approach, this research is expected to make theoretical and practical contributions to the development of entrepreneurship education policies at the elementary school level, particularly in Islamic educational institutions, by developing a contextual and

transformative implementation of the Merdeka Curriculum. Teachers' learning patterns are very influential in shaping their students' character to become individuals who never give up, are brave, and are responsible for the decisions they make. In this regard, it is important to explore entrepreneurial education models such as the Kid's Market Day program as an effective means of educating and inspiring children to develop an entrepreneurial spirit from an early age with the concepts of playing, learning, and entrepreneurship. The novelty of this research is that it explores the impact of Kid's Market Day on the development of children's entrepreneurial and social skills, as well as providing a better understanding of the 3B concept, namely play, learning, and entrepreneurship.

METHOD

This research uses a qualitative approach. This type of research is descriptive and involves analyzing the problems at the research location, specifically SD Muhammadiyah 1 Sidoarjo. This research relied on the school principal, curriculum head, teachers, students, and parents as sources of information. Secondary data sources include written documents, organizational structures, the school's vision and mission, and evidence of the school's achievements. Muhammadiyah 1 Sidoarjo has implemented the Independent Learning Curriculum, which emphasizes flexibility to adapt learning according to the school's local needs and potential. This certainly supports the implementation of learning that is responsive to the challenges and opportunities of the industrial revolution era. The learning method emphasizes playing while learning, which can provide students with ease and comfort in their learning.

Data collection techniques use interviews, observation, and documentation (Cresswell, 2022). The data analysis technique for this research, which employs data reduction, encompasses a variety of kid's market day activities that align with the anticipated research focus group discussion (Wilson., 2024). We present the data by outlining the results of our field research. One way to come to a conclusion is to: (1) write down all the data findings in the form of field notes based on the interviews, observations, and paperwork that have been done; (2) pick out and look over the relevant interview data, observations, and paperwork; (3) sort relevant research data into groups; and (4) look at research results reports by combining research data in three different ways. The research report was carefully reviewed to develop an entrepreneurial spirit from an early age with the concepts of playing, learning, and entrepreneurship.

RESULTS AND DISCUSSION

Kids Market Day form of entrepreneurial learning activity that is an effective means of educating and teaching students to develop an entrepreneurial spirit through the concepts of playing, learning, and entrepreneurship. Kids Market Day is

generally implemented in the form of a bazaar or market held at school. Market day activities help children develop an entrepreneurial spirit, business acumen, creativity, and innovation, as well as character traits such as honesty, creativity, innovation, discipline, bravery, and responsibility (Sutarman, Nuriman, Teknik, & Raharja, 2023). In this version of the Kids March Day activity, the teacher divides the students into several groups and discusses what products can be made and offered to potential buyers later.

This Kids Market Day activity also involves parents helping their children prepare products and materials that can be marketed during school bazaar events. The next step is for the teacher to schedule Kids Market Day activities, which are distributed to students and their parents. It is critical to optimally schedule, prepare, implement, and evaluate children's market day activities. This aims to provide students with the learning and experience to foster an entrepreneurial spirit from an early age. Based on field observations, it is evident that students appear happy and enthusiastic about participating in the activities for Kids Market Day. Students learn how to directly market their products and calculate the amount of money they receive and the amount they return to buyers. Students seemed enthusiastic about marketing their products at each stand, and parents who were present also went around the stands to buy the products that had been offered by the students. Kids Market Day activities connect children's learning through play and entrepreneurship in an enjoyable manner. Kids Market Day activities can stimulate participants' entrepreneurial spirit, giving them the motivation to try to become entrepreneurs in the future (Hidayat, Ishak, Albari, Nurcahyanti, & Setiono, 2023).

In this way, the concept of student learning through playing, learning, and entrepreneurship can be optimally implemented through kids market day activities at school. Each group's Kid's Market Day activities received an assessment from the school. The preparation, arrangement, creation, and interaction of seller services with buyers are all included in the assessment. The research results show that this activity can develop entrepreneurial skills in early childhood, especially in Bona Kindergarten. The entrepreneurship variable highlights the importance of hard work, discipline, and responsibility. In the context of the market day variable, the preparation and evaluation stage represent the highest level. This market day activity is highly recommended to be implemented as a routine program that is adapted to the needs of each institution. Apart from that, full support is needed from both institutions, teachers, and parents so that children's entrepreneurial abilities can develop optimally (Triana, Suzanti, & Widjayatri, 2024). The activities that take place during Kid's Market Day at elementary schools include various stages;

Exploration Stage

The exploration stage is when students actively search for and collect information by comparing, examining, and analyzing the types of products that are

most likely to be of interest to potential consumers at Kids Market Day activities (Tsang & Adindarena, 2022). Based on the results of interviews with several students, the students carried out the exploration stage by asking and discussing with friends, teachers, and parents the types of products they were most interested in and needed by students and potential buyers in the future. It is crucial to conduct this exploration stage as an initial survey to identify the type of product you aim to sell and the opportunities it presents for consumers. At this exploration stage, the role of the teacher is the main factor in being able to help students collect and analyze various information related to opportunities and types of products that are of interest to potential buyers at Kids Market Day activities. At this exploration stage, teachers can motivate students not to be embarrassed to ask and discuss with their friends or with their parents and family at home about products that will be traded during kids market day activities at school. Through an analytical process of gathering accurate and in-depth information in their learning groups, the exploration stage trains students to choose and decide on the types of products that will be bought and sold at Kids Market Day activities.

Planning Stage

The planning stage serves as the primary stage for guiding and determining the activities for Kids Market Day, based on the results of previous exploration. The planning stage includes a clear flow of activities related to the types of products that will be sold to consumers, including price, packaging, and marketing strategies, as determined by the previously analyzed exploration stage. The planning stage involves creating a discussion space with friends about the product, the capital to be used, the estimated profit to be obtained, and the risk of loss (Gunawan, Mariano, dkk., 2022). Teachers play a crucial role in the planning stage, accompanying and guiding students in preparing the types of products to buy and sell, packaging forms, and marketing strategies. For parents, the planning stage can assist students in preparing market day activities more optimally, building on the exploration stage, thereby minimizing failure factors and losses from the products to be bought and sold.

Production Stage

The production stage is a continuation of the planning stage, where students engage in procurement and production, or even purchase products from others for later sale to consumers. At this stage of production, students can freely innovate by creating and developing a product that can be traded at kid market events. Based on the results of interviews, observations, and documentation studies conducted by researchers with teachers, students, and parents, teachers assign students assignments in this production stage. These assignments enable students to procure and select products whose market opportunities have been explored. This process ensures that the production process has undergone a stage of evaluation and

analysis of mature market opportunities for targets and future consumer marketing strategies.

Packaging Stage

The packaging stage is just as important as the production stage. The packaging stage plays a crucial role in determining the success or failure of a product, influencing its appeal and interest among consumers. The packaging stage needs to be designed well to help optimize buyer attraction and achieve optimal marketing targets. The research results show that product packaging development is carried out through five stages, namely packaging form, packaging material, color, font, and packaging brand. We carry out the packaging stages by paying attention to consumer needs and keeping up with current developments (Rahmat & Anastasia, 2023). The packaging form, which is a standing pouch made from aluminum foil combined with paper, makes it easier for consumers to open the packaging and is flexible when served (Istianah, 2022).



Figure 1. The Packaging Product Activites

Sales Stage

The sales stage is the core stage in buying and selling activities, with students trying to carry out promotions to attract customer interest in the products that have been made. The implementation of sales strategies certainly requires careful and innovative consideration in order to increase consumer interest in purchasing products that have been prepared in advance (Yanti & Idayanti, 2022). The school regulates the sales stage of this Kids Market Day activity with various rules, including;

1. Students involved in kids market day activities are students in grades IV, V, and VI who are divided into several group teams.
2. We prioritize selling products of our own creation or creativity, such as food, drinks, clothing, craft products, and souvenirs
3. Food and beverage products must meet hygienic requirements.
4. Products sold must not violate school rules, such as cigarettes, drugs, sharp weapons or other products that endanger the safety of other people.

5. Selling time is determined from 08.00 WIB to 12.00 WIB
6. The trading facilities used in the form of school tables and chairs must be kept clean and when finished they must be returned to their original place.

Reporting and Evaluation Stage

The evaluation reporting stage is the final stage in kids market day activities in elementary schools. At this stage, students and their groups prepare a report on the results of the evaluation of activities that have been carried out previously. This stage teaches students to learn professional entrepreneurs by being able to report and evaluate the advantages and disadvantages of achieving previously planned targets.

The research results indicate that elementary school students derive great enjoyment from learning, playing, and participating in entrepreneurship activities during Kids Market Day at school. The most visible changes in students include:

1. Increasing self-confidence.
2. Being communicative with people around you.
3. Being disciplined and hardworking.
4. Being responsible and never giving up.
5. Being visionary about future opportunities.

Based on research findings from interviews, observations, and documentation, the school at SD Muhammadiyah 1 Sidoarjo has routinely implemented Kids Market Day activities as a way to integrate students' entrepreneurial values, introducing the concepts of learning, playing, and entrepreneurship in a direct and contextual manner. Kids Market Day activities effectively spark students' interest, enabling them to actively participate in the production process, promotions, and sales to consumers, specifically friends, teachers, and parents of students who attend the event.

Kids Market Day provides students with a fun way to experience entrepreneurship and learning. Kids market day activities that are carefully planned in school are effective at building an entrepreneurial spirit, creativity, and responsibility for managing finances. Students learn many things from the Kids Market Day experience, including hard work attitudes, never giving up, self confidence, creativity, and honesty. Project-based learning through Kids Market Day activities can train communication skills and business intelligence from an early age, students can learn about buying and selling activities, communicate, work, and be more responsible with their finances (Muslikhah, Daud Kosasih, & Wijarnako, 2023). The results of the evaluation and final report on the Kids Market Day activities will also be informed to the parents. In this way, parents can check and provide testimonials from the Kids Market Day at SD Muhammadiyah 1 Sidoarjo.



Figure 2. Testimonials Kids Market Day Activites

Kids Market Day activities for students at SD Muhammadiyah 1 Sidoarjo have had a positive impact on the formation of entrepreneurial character from an early age, such as being hardworking, disciplined, responsible, brave enough to take risks, creative, and communicative. SD Muhammadiyah 1 Sidoarjo provides supporting facilities such as tables and chairs, as well as teacher assistance for students. The Kids Market Day activity has become a habit that is routinely carried out 2-3 times every semester. Research findings indicate that Kids Market Day activities play a significant role in fostering students' entrepreneurial character from an early age. These character traits include self-confidence, risk-taking, responsibility, collaboration, and communication, and financial management skills. Critically, these findings confirm and expand the understanding of early childhood entrepreneurship education (Nawawi et al., 2017) and Jiuhardi et al. (2021), which emphasize the importance of developing innovative, adaptive, and solution-oriented attitudes through experiential learning. The research results indicate that elementary school students derive great enjoyment from learning, playing, and participating in entrepreneurship activities during Kids Market Day at school. The most visible changes in students include:

1. Increasing self-confidence.
2. Being communicative with people around you.
3. Being disciplined and hardworking.
4. Being responsible and never giving up.
5. Being visionary about future opportunities.

CONCLUSION

The results of research on Kids Market Day, which has been applied to students in grades IV, V, and VI, have proven to be able to foster students' entrepreneurial character, which is obtained through buying and selling activities between students and students, students with teachers, and students with their parents. Students' entrepreneurial spirit is evident in their increasing self-confidence, their communicative nature with others, their discipline and hard work,

their responsibility and perseverance, and their vision for future opportunities. Kids Market Day activities also help students be able to organize and manage their finances professionally. Learning, playing, and entrepreneurship activities through kids market days implemented in elementary schools are important character inculcations for students from an early age. Future kids market day activities need to be packaged and developed more optimally so that students have independent, creative character, dare to take risks, and have visionary leadership in their lives.

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